

FALL 2015  
**HISTORY 105-003**  
**SURVEY OF GLOBAL HISTORY (1400s-present)**  
T-Th, 1:30 -2:45-UNIV 201

Prof. Ariel de la Fuente  
UNIV 324, T-Th, 4:15-5:00 pm  
and by appmt., [delafuen@purdue.edu](mailto:delafuen@purdue.edu)

TA: Marc Smith, REC 421  
Wed., 12:20-1:20 and by appmt.  
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**Course description:** This course will study the successive waves of integration and conflict that shaped the world from the late 1400s to the present. The study of the international economic, social, cultural, and political processes that unfolded in the last five centuries will make students aware of the historical depth of today's globalization and will help them understand some of the numerous contingencies that led to it.

**Learning outcomes:** 1) Students will learn about the richness and complexity of the history of other societies around the globe. 2) They will be prepared to reflect comparatively about their own history. 3) Students will recognize different forms of historical reflection and will understand the role of critical thinking in the creation of historical knowledge as well as the research challenges that the latter entails. To achieve these goals we will read primary and secondary sources and combine lectures and discussions, essay exams and quizzes.

Required text: Tignor, Adelman (et al.), *Worlds Together, Worlds Apart* (Fourth edition) (New York: WW Norton, 2014). The book is available at University Bookstore.

Grades will be determined as follows: three exams (25% each=total of 75% of final grade), quizzes (20%), and attendance (5%).

Grade Scale:

90-100=A  
80-89=B  
70-79=C  
60-69=D  
0-59=F

Any aspect of this syllabus and schedule (including but not limited to exam dates and readings) is subject to change. If a change is necessary I will announce it in class and/or through the students' official Purdue email account and it is their responsibility to be informed about them.

**Tentative Schedule:**

Aug.25,27; Sept.1, 3:

Introduction to the course. **Reading:** Bias and Critical Thinking in the Sciences and the Humanities; Bias and Awareness in a Globalized Work Environment (Blackboard).

Contact, commerce, and colonization (1400s-1600).

**Readings:** European Exploration..., 444-449; The Atlantic World and Portugal..., 449-462; Prosperity in Asia, 468-473. **Sources:** Cortés approaches Tenochtitlán, 454; Silver, the Devil, and Coca Leaf in the Andes, 460.

Sept. 8, 10:

Worlds Entangled, 1600-1750.

**Readings:** Economic and Political Effects of Global Commerce, 478-482; Exchanges and Expansions in North America, 482-488; The Slave Trade and Africa, 488-494; Asia in the 17<sup>th</sup>- and 18<sup>th</sup> Centuries, 495-504; Economic and Political Fluctuations in Western Europe, 510-514. **Sources:** The Principles of Mercantilism, 482; Olaudah Equiano, 489; Huang Liuhong..., 501.

Sept. 15, 17:

Cultures of Splendor and Power, 1500-1780

**Readings:** Culture in the Islamic World, 524-526; The Enlightenment in Europe, 535-542; Hybrid Cultures in the Americas, 543-546. **Sources:** Voltaire, *Treatise Upon Toleration*, pp.44-45 (Blackboard); Jahangir and Voltaire on religious toleration, 158-160 and 162-164 (Blackboard)

**Sept. 22: EXAM 1**

Sept. 24, 29:

Reordering the World, 1750-1850

**Readings:** Revolutionary Transformations...556-570; Abolition of the Slave Trade, 571-72; Economic Reordering, 573-580; Colonial Reordering of India, 583-586; The Opium War, 588-590. **Sources:** The Other Revolution of 1776, 560; Mary Wollstonecraft, 564; Kipling: The Gate of Hundred Sorrows (Blackboard). **Suggested reading:** The 21<sup>st</sup>-Century Impact of the 1840s Opium War in China: an Economist's View (Blackboard).

Oct. 1, 6:

Alternative Visions of the 19<sup>th</sup>-Century.

**Readings:** Reactions to Social and Political Change, 596; Prophecy and Rebellion in China, 601-607; Socialists and Radicals in Europe, 607-613; Insurgencies, 613-616; 619-625. **Sources:** The Taiping, 607; The Communist Manifesto, 612; Tenskwatawa's Vision, 614; The Azamgarh Proclamation (1857), 622.

Oct. 8, 15, 20, 22:

Nations and Empires, 1850-1914.

**Readings:** Consolidating..., 630-31; The Americas, 631-637; Europe, 637-642; Industry..., 642-644; Imperialism, 644-656; Japan and Russia, 656-662. **Sources:** Manifest Destiny, 633; What is

a Nation, 638; General Grant's Memoirs (Blackboard); Mark Twain on imperialism (Blackboard).

**Oct.27, EXAM 2**

Oct. 29;Nov.3:

An Unsettled World, 1890-1914.

**Readings:** Peoples in Motion, 668-672; Discontent with Imperialism, 673-678; Finances, Industry, and the Woman Question, 679-82; Class conflict and the Mexican Revolution, 683-688; Cultural Modernism, 688-692; Race and Nation, 692-695. **Sources:** A Chinese Feminist, 683; Women's Freedom in Egypt, 684; A Pan-German leader against Slavs and Jews, 700.

Nov.5, 10:

Of Masses and Visions of the Modern, 1910-1939.

**Readings:** The Great War, 706-715; Mass society, 715-718; Mass politics: Liberal Democracy, Authoritarianism, and Latin American Corporatism, 718-732; Anticolonialism, Gandhi and Indian Nationalism, 734-37. **Sources:** Cult of the Dynamic leader, 727; India Self-Government, 735;

Nov.12, 17:

The Three World Order, 1940-1975.

**Readings:** World War II, 744-751; The Cold War, 751-54; Decolonization, 754-767; Three Worlds, 767-781. **Sources:** Mao Zedong, 756; Nerhu, 760; Senghor, 763, Betty Friedan, 779.

Nov.19, 24:

Globalization, 1970-2000

**Readings:** Global integration and the end of the Cold War, 786-789  
Finance and Trade, Migration, Culture, and communication, 792-802  
Citizenship in the new global world, 813-820. **Sources:** East Germany, 790; Education and Inequality, 809; Indigenous People of Mexico, 820.

Dec. 1,3:

2001 to the Present.

**Readings:** Global Challenges, 825-830; Demographic Issues and Anti-Immigrant Sentiments, 830-836; Russia, China, and India, 836-844; The Middle East, Africa, and Latin America, 839-847. **Source:** The Digital Economy; India's Population and the Economy (Blackboard).

Dec.8, 10:

Recap and review sessions.

**DEC 14-19: EXAM 3**

**Attendance is mandatory:** Students are allowed to have three absences (excused or not). Beginning with the fourth absence half of a percentage point will be deducted from the final grade for each class that is missed. In the case of health or family emergency, please contact the Office of the Dean of Students to document your situation. Regardless of the reason for the absence it is always the student's responsibility to be aware of the topics covered in class, assignments, deadlines, exam dates, and any other information pertaining to the course and to contact the instructor or the T.A. in this respect.

**Blackboard Learn:** Students are expected to get from Blackboard any additional material that the instructor assigns. If any technical problem appears with Blackboard, [Itap@purdue.edu](mailto:Itap@purdue.edu) should be contacted.

**Conduct and ethics:** Students are expected to follow the code of honor and academic ethics as set forth in the University regulations. Violations of these codes will be penalized according to university regulations.

**Disability:** Any student with special needs or a health issue that may affect her/his performance in this course should speak in private with the instructor after class to make the necessary arrangements.

**Emergency:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes.

**Diversity and inclusion:** Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.